

Norway's Teachers Stand Firm



"I will not call upon you to do anything which I regard as wrong. Nor will I teach you anything which I regard as not conforming with the truth. I will, as I have done heretofore, let my conscience be my guide, and I am confident that I shall then be in step with the great majority of the people who have entrusted to me the duties of an educator."

—From Teachers' Pledge to Pupils



Published by

The Royal Norwegian Government's Press Representatives

2720 34th Street, N. W. • Washington, D. C.

1. Education - Norway, 1940-1945
2. World War II - Educational reports
Norway

An Appeal from Inside Norway

While Nazi terrorism against teachers was at its height, the following appeal was received by the Royal Norwegian Government in Exile in London after being smuggled out of Norway. It was addressed to "right-thinking men and women the world over:"

"There is darkness over Norway today. The Norwegian people are crushed by an iron heel. A small gang of traitors has delivered over country and countrymen to the terror of a foreign power. This gang is consciously seeking to destroy the things which the Norwegian people hold sacred: freedom, humanity—the very basis of Norwegian culture.

"But a flame has been lit which shines through the darkness: every Norwegian is ready today to play his part in throwing off the yoke of the oppressors. Today the Norwegian people know that the schools and the churches are in the very front line. They see that the Norwegian teachers are fighting, despite suffering and anguish, as proud and courageous unarmed shock troops in the battle for the very foundations of the life of the Norwegian people: freedom and culture.

"The treatment of the Norwegian teachers will arouse a storm of indignation—a storm which will go far, far beyond the frontiers of Norway. We Norwegians appeal to right-thinking men and women the world over: consider well what is happening in Norway. Thousands are suffering in prisons and concentration camps; many have been shot. The teachers are being driven like cattle through the land.

"STOP THIS BARBARISM!"

Norway's Teachers

Stand Firm

"I will not call upon you to do anything which I regard as wrong. Nor will I teach you anything which I regard as not conforming with the truth. I will, as I have done heretofore, let my conscience be my guide, and I am confident that I shall then be in step with the great majority of the people who have entrusted to me the duties of an educator."

—From Teachers' Pledge to Pupils

Published by

The Royal Norwegian Government's Press Representatives

2720 34th Street, N. W. • Washington, D. C.

1942

FOREWORD

This stirring account of the resistance of the teachers of Norway to the repeated attempts of the Quisling puppets to prostitute education to the purposes of Nazi propaganda will, I believe, deserve wide reading by Americans.

The teachers of Norway have nobly held true to the best traditions of liberty and democracy. In spite of imprisonment in concentration camps, beatings, threats of dismissal and other forms of persecution, they have steadfastly kept the faith. Their stubborn defense of freedom to learn against those who would despoil the minds of youth will inspire in the teachers of the United States admiration for their Norwegian colleagues and a firm resolve and self-dedication to the achievement of victory over the pagan tyrants who seek to throttle civilization itself.

J. W. STUDEBAKER,
U. S. Commissioner of Education.

CONTENTS

	PAGE
500 Teachers on Death Voyage.....	3
No Teachers' Strike in Norway.....	7
Nazism vs. Pre-War Education in Norway.....	9
Schools and the Nazi Invasion.....	13
The "New Spirit" in Education.....	14
Nazis Reorganize the School Administration.....	20
How Schools and Universities Oppose the New Order.....	24
Nazi Methods of Crushing Resistance.....	30

500 Teachers on "Death Voyage"

NAZI treatment of the 500 arrested Norwegian teachers who (during April, 1942) were shipped overland and by sea to work camps in northern Norway has been described by competent observers as the worst act of terror experienced in Norway since the arrival of German occupation forces in April, 1940.

Most of these teachers were middle-aged or elderly men—men who had spent all their adult years in the serenity of classroom routine in Norwegian towns and villages. Shunted about the country in coal or cattle cars, taunted and abused in concentration camps, finally packed aboard a small, decrepit and unsanitary steamship, many of the teachers fell seriously ill. Some went insane. Some died. All suffered from fatigue and exposure.

Today these teachers, and others who followed them, are confined to labor camps in or near Kirkenes, in the desolate regions of northernmost Norway. Some are working on German military projects as common laborers; others are loading and unloading the German ships that put in there, bringing supplies to troops operating in northern Russia.

Why Were They Arrested?

One of Vidkun Quisling's first acts, after his elevation to the office of Minister-President on February 1, 1942, was to proclaim a law which automatically made all Norwegian teachers (there are about 14,000 of them, all told) members of a new Nazi-created organization called the *Laerersamband* (Teachers' Union). As members of this organization, the law stated, all teachers would be obliged to

bring all their teaching activities into full harmony with the New Order.

This move on Quisling's part had a twofold purpose. First, it was intended as the opening wedge in Quisling's plan to reorganize Norwegian society, by force, for a new governmental system under which citizens would eventually be represented according to their trades or professions rather than their places of residence. Secondly, it was to speed up the program of indoctrinating children with the principles of Nazism.

The teachers couldn't stomach it. By the hundreds and the thousands they wrote to Quisling's Department of Church and Education, resigning from membership in the *Laerersamband*. By mid-April more than 12,000 of them had resigned.

At the very outset the Nazis had threatened that all teachers refusing membership in the organization would no longer be permitted to teach and would be put to "socially useful work in northern Norway, or elsewhere." It came, apparently, as a complete surprise to the Nazis that the teachers preferred labor service to membership in the *Laerersamband*. They retaliated by ordering wholesale arrests. Soon between one and two thousand teachers from all parts of Norway were locked up in concentration camps.

Prelude to the "Death Voyage"

Strengthened and encouraged by the valiant stand taken by the teachers, people of other trades and professions displayed similar resistance when Quisling's program for the reorganization of society reached or threatened them. Angered

and confused, the quislings and their German overlords decided what Norway needed was an object lesson.

Early in April, 1942, about 700 teachers who had been arrested in Bergen and eastern Norway were brought to Joerstadmoen, an old military training ground at Faaberg, near Lillehammer.

Most of them arrived there after a 14-hour railroad trip in open coal cars. They received no food en route. Arriving at Faaberg Station in the middle of the night, the teachers were ordered into line and marched to Joerstadmoen, 10 miles away. Several collapsed from fatigue during the march. They fell to the ground and remained lying there till guards ordered them to their feet and forced them to march onward at double-quick time in order to catch up with the others.

The treatment at Joerstadmoen was designed to break the teachers down physically and psychologically. They were awakened at 6 A. M. and given a slice of bread for breakfast. Following this came a period of strenuous gymnastic drills and double-quick marches. Those who faltered were given extra punitive exercises afterwards. One of these exercises consisted of making teachers wallow on their stomachs through ice water, snow and slush while keeping their hands on their backs. One particular group was put through this exercise on the ground just behind the camp latrine.

After 4-5 hours of such drilling the teachers were put to work under German SS soldiers. This "work" would sometimes consist of transporting snow on broom handles, with table forks, in scrubbing cloths or with bare hands. Or it might be some other equally useful job, such as moving a woodpile from one part of the camp to another and then back again. The prisoners never received suf-

ficient food. In the afternoon came more gymnastics, and it happened frequently that the teachers were required to hold a difficult position for a long time while the German SS soldiers in charge called a "rest period" for themselves.

To prevent escapes Joerstadmoen was surrounded by lofty watch towers, three barbed wire fences and spot lights. In the middle of the night would come "alarms" to the effect that all teachers must be ready to leave for the Russian front in two hours. All communication with the outside world was broken off. The teachers were never permitted to receive letters or packages.

Under this treatment 20 teachers broke down, joined the *Laeversamband* and were released. An additional 30 were given their freedom simultaneously, however, since the authorities wanted "a more impressive" number. Most of those who joined were sick. All the others refused to listen to either offers or demands despite the fact that all of them were undernourished and most of them were sick with colds or other disease.

In Cattle Cars to Trondheim

By April 12th there were still 650 teacher prisoners at Joerstadmoen. Of these about 150, who were seriously ill, were on that day transferred to Grini concentration camp near Oslo. The rest were sent north to Trondheim.

The trip from Faaberg to Trondheim was made in cattle cars with the teachers packed in so tightly they were unable to sit down and scarcely able to budge. Immediately upon their arrival they were sent aboard the S.S. *Skjerstad*, a wooden vessel built in 1904. It had been laid up for years but was being returned to service because of the shipping shortage. The ship was designed for a maximum

of 250 passengers. Hygienic conditions aboard were described as "extraordinarily bad."

The 500 teachers were ordered into the cargo holds or elsewhere below deck. Congestion was so great that teachers collapsing from fatigue fell on top of each other or sprawled among the feet of those still able to stand. There were no blankets, no sleeping accommodations and insufficient food. Protests poured in to authorities from Trondheim residents who were aware of these conditions.

Only Dr. Rian, a Nasjonal Samling (Quisling party) member, was permitted to board the ship. He administered aid to approximately 100 sick teachers. It was declared at least 10 doctors would be necessary to properly look after the sick. Two teachers were found to have become demented, and several others showed signs of "prison psychosis." Dr. Rian's repeated protests against permitting the ship to sail fell on deaf ears.

•Even the Quislings Were Horrified

Likewise a series of personal appeals to Terboven and Quisling proved futile. Provincial Governor Prytz, a Quisling satellite, telegraphed: "At least 500 teachers plus guards to depart from Trondheim on S.S. *Skjerstad*. Hygienic conditions on board are extraordinarily bad, according to Nasjonal Samling member Dr. Rian of Reitegjerdet Asylum. Many are not able to lie down at night but must stand since ship has room for only 250 passengers. Many of the teachers are very ill with pneumonia, stomach ulcers, asthma, bronchitis, cerebral hemorrhages, insanity. Two toilets for all. Kitchen capacity limited to 250 at most and cannot take care of all during trip. Water supply entirely insufficient. Several have expressed willingness to join *Laerersam-*

band. Suggest medical examination for all teachers."

Bishop Storeren, together with 28 pastors of Troendelag, sent the following telegram to Ragnar Skancke, Quisling's Minister of Church and Education: "In the name of Jesus Christ and humanity the undersigned pastors plead for mercy for the more than 500 teachers who are now being sent northwards. We cannot be silent in the face of the sufferings which we know they are going through. The echoes of these will soon resound throughout the entire country." To this telegram Quisling merely replied that "it is the teachers who have transgressed, and the pastors should rather be trying to talk them into using their common sense."

Eye-witnesses described conditions in the hold of the ship. The only light came through a tiny crack high overhead. There was a "terrible stench," and no fresh air. From everywhere rose the desperate moans of those who were ill. It was stated that hardened longshoremen of Trondheim arrived home that evening with tears in their eyes and with gruesome accounts of what they had seen during their workday. On Monday, April 13, five teachers, critically ill, were taken ashore and brought to a Trondheim hospital. On the following day the ship's captain vainly tried to prevent the "death voyage" by refusing to assume responsibility for the ship, claiming there were not enough life preservers and that the vessel was overloaded.

As a final move the teachers themselves came forward with a declaration that they were willing to "negotiate with the Nazis" in order to save the lives of those among them who were sick. But Terboven rejected this offer as he had rejected earlier protests, and Quisling followed suit. "The teachers were given

their chance to join at Joerstadmoen," it was declared. "Now it is too late." It was later ascertained, however, that although willing to "negotiate," the teachers had no intention of joining the *Laersamband*. In that stand they never wavered.

The "Death Voyage"

At 3 o'clock in the morning of Wednesday, April 15, the *Skjerstad* set out from Trondheim. On April 16 it paused at Bodoe, and only the Red Cross was admitted aboard. From then on, however, all visits were barred, the authorities claiming that the Bodoe Red Cross had brought aboard more gifts of food and other comforts than the teacher-passengers deserved.

Every third day during the 12-day voyage each teacher was given a loaf of bread and a tiny dab of butter. This they ate together with German "ersatz" coffee. Seldom were they served anything resembling a dinner. But meanwhile the German guards on board made merry, holding daily drinking parties and living in the comparative comfort of the ship's staterooms.

On Thursday morning, April 23, the *Skjerstad* arrived at Tromsø, and departed the same evening. A German doctor came aboard and ordered six of the most seriously ill teachers removed to a local hospital.

The ship had anchored out in the Tromsø harbor rather than putting in at a pier, and no boats were permitted in the vicinity while the *Skjerstad* was there. From shore, however, townspeople could see small groups of teachers being brought above-deck for brief airings; they could also see armed guards patrolling the

decks. Someone among the spectators started collecting gifts of money for families of the teachers, but Gestapo agents soon got wind of this and promptly confiscated the collected money.

Ahead lay the mined and submarine-infested waters of the Arctic coast. A check-up of life-saving equipment revealed that the ship was short 20 lifeboats. The supply of life preservers was also inadequate.

At Hammerfest, where the *Skjerstad* called on April 25, all teachers were kept below deck with doors locked and all curtains drawn. This was standard practice wherever the ship put in at a pier.

Despite the terrors of the long voyage and the ordeals that preceded it, the *Skjerstad's* passengers were unbroken in spirit when the ship reached Kirkenes, near the Finnish border, on April 28. It is not known how many failed to survive the journey, but a death notice published in the May 9th issue of the Oslo newspaper *Aftenposten* told the story of the fate of one of them. Set up in the traditional Norwegian fashion with heavy black borders, the notice stated:



TEACHER OLAV HOLE

My beloved husband and my
unforgettable father, died at
Kirkenes, May 6, 1942.

(Signed)

Elisabeth Sten Hole, wife
Jorunn Hole, daughter

(Dated) May 6, 1942, at
Tjøelling.

No "Teachers' Strike" in Norway

THE teachers of Norway have at no time gone out on strike. A dispatch which came out of Norway late in April, 1942, branded any such insinuations as "a barefaced lie."

It is true that the schools were closed for several weeks during the spring of 1942, but this was due entirely to action taken by the Nazi authorities.

When Minister-President Quisling proclaimed the law establishing the *Laerersamband* he also announced a law which provided for the expansion of a Norwegian youth organization, patterned after the famous *Hitlerjugend* of Germany and called the *Ungdomsfylking*. Membership, said Quisling, was to be compulsory for all children between the ages of 10 and 18 years. As members, the youngsters would be required to "do service" (this phrase has never been explained) and also be trained as Nazis. The law was to take effect March 1.

From the clergy, the parents and the teachers rose an immediate and violent storm of protest against this youth program. Everywhere it was regarded as a means of removing children from the non-Nazi influences of the Church, home and school. And as the days wore on, the storm of protest gave no signs of relenting.

At the same time a companion storm was raging against the Nazis, this one coming from the teachers who were demonstrating their hostility to the *Laerersamband* law. It, too, grew worse and worse for the Nazis as the days of February passed. From community after community, school after school, came word

that teachers were solidly—or all but unanimously—opposed to *Laerersamband* membership. And the Nazis had said flatly that only *Laerersamband* members would be permitted to teach.

As March 1 approached the Nazis saw plainly they would not be able to carry out their blatant threats. In order to provide themselves with a breathing-spell, and also to "save face," they suddenly ordered all schools suspended for one month—because of the "fuel shortage!" The schools closed February 26, and most of them did not reopen until May 1.

All teachers who refused membership in the *Laerersamband* were denied their salaries for March. On March 17 the Nazi Department of Church and Education notified all local school boards that all teachers who had not signed their declarations of membership by March 28 were to be considered dismissed. The teachers thus dismissed submitted a new protest against membership, declaring that out of loyalty to their calling and conscience, and out of consideration for parents and pupils, they wished to continue teaching. After Easter (April 5) the teachers attempted to reopen the schools. The authorities countered by announcing through the newspapers that all teachers who resumed teaching would automatically become members of the *Laerersamband*. But the teachers did not allow themselves to become confused. At all schools where instruction was resumed the teachers read an identical statement of policy to their pupils—one which left no doubt as to where the teachers stood in relation to the *Laerersamband*. It was

the now-famous "Norwegian Teachers' Pledge to Their Pupils of April 9, 1942."*

On April 25 the Nazi Department of Church and Education sent out a circular letter indicating that the Nazis were back-tracking. The letter revoked the order providing for the dismissal of all teachers who refused to join the *Laerersamband*. It also rescinded the rule that only *Laerersamband* members should be permitted to teach. Finally it announced all schools would reopen under the above conditions on May 1. To cover their apparent retreat the Nazi authorities hailed the reopening of the schools as a victory for their side, and declared all active teachers were members of the *Laerersamband* regardless of protests.

The teachers returned willingly to their posts on May 1. They had repeatedly an-

nounced their readiness to resume teaching—even without pay, if necessary. But they were determined not to allow themselves to be tricked into any false understandings. So on May 1 they again read the full text of the April 9th "pledge" to their pupils.

Thus, after three months of turmoil, Norwegian schools were once again running normally (or as nearly so as possible) and the Nazis had not gained one inch of ground against the solid front of the teachers. They had tortured some, to be sure, and arrested or molested many others, but the *Laerersamband* plan had failed.

Only the Nazis would not admit this. Since May 1 they have made several sporadic attempts, by bulldozing as well as cunning and skulduggery, to bring the teachers into line, but all have failed. The teachers of Norway remain true to their calling and conscience.

* See back cover of this booklet.

Nazis Call a Retreat

Simultaneously with the reopening of schools on May 1, 1942, Orvar Saether, national leader of the Nazi *Laerersamband*, sent the following notice to all his local representatives: "Representatives of the *Laerersamband* are to take note of the following: (1) All discussions pertaining to declaration or non-declaration of membership are to be avoided; no signatures are to be demanded. (2) Local (Nazi) party members are ordered not to interfere anywhere; decisions regarding the opening or closing of schools rest with the Department of Church and Education. (3) Keep close check on those who are pulling wires; keep a list of them and report them along with those who do not resume teaching. (4) Keep in close touch with the national leadership; do not undertake anything extraordinary without first asking. (5) Make a list of those who should be permanently dismissed."

The following pages present an account of the historical background of the Norwegian public school system and a review of the Nazi attacks made upon it during the early phases of the occupation period.

Nazism vs. Pre-War Education

THE treacherous and unprovoked aggression which in April, 1940, made Norway the victim of German lust for power, brought to this peaceful and progressive democracy the alien ideas and strange manners of the new "master race." The occupation of foreign territory and the looting and pillage of other people's property are not enough for the Nazis. They need extra assurance that their conquest is complete and absolute; so they try to possess the soul as well as the body by attempting to inflict the Nazi pattern of life upon the conquered peoples.

Besides being a political system, a military method, and an ideology, Nazism purports to be a philosophy of life for the individual, a *Lebensanschauung*. As such it is fundamentally hostile to the analytical method and despises the Cartesian examination into the essentials of life in search for truth. It is a creed to be adopted unconditionally, completely, and blindly. But such a creed can be accepted only by minds that can be hammered, shaped, and left thus, with nothing else permitted to interfere.

The Nazis, however, know that all normal human beings are inclined to question things. Hence they take the children at the earliest possible age and with iron discipline throughout the school system, including colleges and professional schools, try to mould them into automata to suit their masters.

Even in their leisure hours the young people are supervised to avoid influences of liberal thinking. The youngsters see the plays and movies, hear the music,

visit the exhibitions, participate in the sports, and make the travels which their elders think good for them and provide for them. In other words, education in every conceivable aspect, according to the Nazi doctrine, exists only as a function of and for the State and as such is an instrument for preparing the individual for the New World Order.

THIS SKETCHY SUMMARY of the Nazi idea of education must be borne in mind as it is contrasted with the Norwegian conception of learning. The educational system of Norway, like that of any other country, reflects to a certain degree the political and social structure of the nation. Therefore the Norwegian school system as it existed before the invasion revealed a great deal about the nature of Norwegian democracy, and a study of it is necessary if one is to understand how fundamental was the break with long established traditions which the Nazi conquest brought about.

As far as obligatory instruction of youth is concerned, Norway has fairly old traditions. King Christian VI (early 1700's) introduced a law to the effect that all children should receive some religious instruction. This embryo of a compulsory elementary school took shape through a law of 1837, which made it a duty for all parents to send their children to grammar school. A later law (1860) laid down new principles of teaching and stated that each district should have at least one elementary school. This law of 1860 is astonishingly modern in spirit

because it set up a framework for Norwegian educational activities which, except for minor modifications, remained unchanged till 1935. Beginning that year, however, many changes were made in both elementary and secondary schools; and reforms were also brought about in teachers' colleges, professional schools, and evening schools.

THESE LATEST REFORMS were all made in a strictly evolutionary spirit that carried on traditions cherished for generations in democratic Norway. The problems which they aimed to solve had preoccupied the minds of pedagogical ex-

perts since the 1860's. Quite naturally, some partial solutions had been found before 1935, and these had been experimented with on a smaller scale. A democratic education for the entire people had stood the test; the new reforms were to bring it to far greater perfection by a bold, large-scale reorganization.

To summarize: The Norwegian educational system aimed to educate for democracy on a nationwide scale. The first part indicates the subject matter, the spirit, and the methods of the national education; the other part, expressing determination to make education accessible to every citizen, concerns the practical

When Teachers' Minds Are Made Up

The Nazis have not given up their efforts to enroll school teachers in the *Laerersamband*. On May 4th, for instance, all teachers of an unnamed city were summoned to a meeting with the school board chairman who presented them with the following question, demanding they answer yes or no: "Do you agree to comply with the Department's invitation to continue teaching as a member of *Norges Laerersamband*?" The first teacher thus questioned replied that he had been meeting his classes since April 10th and that he was willing to continue, but added that in accordance with the Department's letter of April 25th it was not necessary for him to make any further commitment. The chairman repeated his demand for a yes or no answer, and the teachers then asked for time out for a conference. This was denied, and the chairman offered the teachers a chance to sign a pledge stating "the following teachers agree to comply with the Department's request and to continue teaching as members of *Norges Laerersamband*." All the teachers refused to sign. So the chairman changed the pledge to read: "The following teachers *cannot* comply, etc." Again all the teachers refused to sign, so the chairman took it upon himself to write their names under the statement. The teachers requested that a statement indicating their willingness to keep on teaching be added to the record, but this was refused. One teacher insisted that it be included, and the chairman told him he was discharged. After the meeting all the teachers joined in sending a telegram to authorities stating that they had been teaching since about April 10th and were willing to continue doing so. The incident reflects how obstinately teachers all through Norway hold to their principles.

organization of schools and instruction.

Before proceeding further, let us try to answer the following question: What does education for democracy mean?

First of all, it means an attempt to develop harmoniously the entire personality—soul and body—in order to make of each individual a citizen fit to play his part as a free human being among other equally free human beings.

Secondly, it means the inculcation of a sense of responsibility—respect for the other person's rights and respect for law and justice.

Finally, it implies that truth is the ultimate goal of all knowledge and integrity the finest moral quality.

To declare that these noble goals were always attained would be presumptuous. But there is no exaggeration in saying that both the administrators and the theorists who created the framework of our schools and those responsible for the practical application of the pedagogical methods strove to the best of their ability to make these ideals a living reality. Evidence of this was found in the authorized current textbooks, which were written to encourage and develop independent thinking in the schools.

The conception of discipline was another example of this truly democratic spirit in the Norwegian schools. Discipline, it was maintained, was not to be achieved by any kind of coercion from above. The teacher was supposed to awaken active interest in the subject studied, stimulate the pupil's desire for direct participation, and thus make proper conduct a matter of course. The teacher was strictly forbidden to stifle individual initiative and to retard the development of character by impressing on the pupils his dominating personality. Students taking courses in pedagogy and practical

Six-Year-Old Patriot

School children of the city of Bergen had been ordered to attend a Hitler youth exhibition. Instead of entering the hall they marched past the door singing the Norwegian national anthem and shouting "Long live the King!" All were arrested except a tiny six-year-old who had been overlooked. The little chap darted up to a policeman and shouted:

"Long live the King! I want to be arrested, too!"

teaching were constantly warned against bringing political propaganda into the classroom. Imposing any definite political doctrine on a young and untrained mind was regarded as one of the capital sins in education. Free discussion was encouraged among the pupils; conflicting opinions were not only tolerated but stimulated.

POLITICALLY, loyalty to the country's institutions was taken for granted because it was amply demonstrated that such a loyalty would benefit the whole community and thus, in final analysis, be to the advantage of every citizen. The teaching of civics and national history never idolized the concepts of state and race but tried to bring home a sense of civic responsibility—a feeling that law and justice are based on mutual agreement; namely, that they provide common benefits but also impose on all citizens an equal share of civic duties. The fact that these simple and wholesome principles of the relations between the state and the individual had penetrated so deeply into the consciousness of the average Nor-

wegian was due largely to the spirit that permeated the teaching in the schools. They were accomplishing what we have explained was their primary task, that of providing education for democracy.

As for the second duty of the school system—that of making unlimited education accessible to every Norwegian citizen—great progress had been made. An outstanding contribution to this was the previously mentioned series of school reforms which were being put into effect during the years immediately preceding the German invasion. Their real purpose was the complete unification of education in Norway, so as to render it possible for every Norwegian child to select any line of education for which he had any talent and to continue his studies to completion at the minimum cost of time and money.

THE FIRST of these reforms concerned the secondary schools (*gymnasier*) and was authorized by the law of 1935. A year later a similar law applying to the elementary schools was enacted. In 1938 the reform reached the teachers' colleges, and in 1939 reforms were applied to professional schools. Finally, just at the time when the Germans were making the last preparations for their attack on Norway, the Storting was discussing a law pertain-

ing to the continuation schools which would have completed the new educational structure.

Every Norwegian child, wherever he lived and to whatever social stratum he belonged, had to complete the entire course provided in the elementary school. From there a young boy or girl eager for learning could pass directly over to other schools suited to his tastes and talents. The instruction given in a Norwegian *gymnasium* was somewhat more advanced than that given in an American high school. It included subdivisions for the scientific and mathematical branches (*reallinje*). In addition, there were professional schools, training schools, continuation schools, etc. When the full course provided in any one of these schools had been completed satisfactorily, the student was qualified to enter the universities, technical institutes, agricultural schools, commercial colleges, or other advanced schools. The unification advocated by the disciples of the *ecole unique* idea actually had been carried very far through the recent reorganization.

There was an intimate connection between Norwegian schools and the functioning of the democratic government. In each community existed a local school board, the membership conforming politically with that of the municipal council which was elected on the basis of proportionate representation. The political party which at any given time had the majority in the community thus had the main influence in the local school board. This, on the whole, had proved excellent for the welfare and development of public education. As a matter of fact, many of the best initiatives taken in education originated with local school boards in progressive communities.

No Celebration

Because almost all members of its faculty had been arrested and shipped to labor camps in northern Norway, the famous Cathedral School in Oslo was unable to celebrate its 725th anniversary on April 28, 1942.

Schools and the Nazi Invasion

IT WAS hardly to be expected that the Nazis would let the Norwegian schools alone! After some bickering and futile attempts to bring the Norwegians over to their side by a show of leniency, they decided to use as an instrument for their ends a puppet government, headed by the arch-traitor, Vidkun Quisling, and followed by the Nasjonal Samling party which since 1933 has never represented more than two per cent of the entire population. Its membership was made up of the least desirable elements of Norwegian youth, a few fanatics and some "malcontents" with aching inferiority complexes.

Once in power, the quislings wasted no time in turning their attention to the educational system as a powerful weapon in the struggle for the establishment of the New Order. The Nazi spirit, they declared, was to permeate the whole educational system. The Nazis and their Norwegian imitators, however, soon found out that few, if any, of the school personnel, whether within the administrative bodies or among the active teachers in grammar schools or colleges, were willing to accept and advocate the new ideas. Consequently the new masters had to launch a reorganization of both institutions and the personnel.

This again led to a series of conflicts in which all the representatives of public education took a firm stand, bravely defying the new rules, often at the cost of their jobs and even their personal liberty. Norwegian pupils and students

proved no less ardent than their elders in their struggle against the New Order. Feeling their failure, the Nazis turned to the weapon of the weak—repression by force. An endless succession of dismissals, arrests, incarcerations and other signs of brutality fill the Quisling record. Nevertheless, opposition does not seem to abate. Protests continue; school children go on strike; the passive resistance—very improperly termed because so much active courage and positive action are involved—manifests the stubborn will to maintain the national heritage of spiritual freedom.

Salaries Withheld

The Nazis also used economic pressure in their efforts to break up the teachers' resistance to the *Laerersamband* law. On March 7 all teachers were notified that before drawing their pay they would have to sign the following statement: "I hereby declare that I am a member of *Norges Laerersamband* according to the law of February 5, 1942." Teachers refusing to sign were to be regarded as dismissed and were to receive no compensation for services after March 7. In some cases salaries already earned were withheld. Oslo teachers did not receive their pay-checks for February.

The "New Spirit" in Education

THE men of the New Order did not at once announce in clear language what their intentions were or state the basic principles of the new education. Sporadic acts, occasional speeches by the mouthpieces of the new regime, the publication of certain textbooks and the abolition of others, along with the peculiar *Lebensanschauung* of the men the Nazis have appointed to key positions suffice, however, to give a fairly complete picture of what the Nazis want to put in the place of our old, democratic schools.

As early as November, 1940, the remodelled Department of Church and Education requested that schools set aside an hour and a half every week for a lecture on the principles of the New Order. Although this demand was repeated several times, it was always ignored by the vast majority of teachers.

Other signs of changing conditions were soon to follow. In an editorial of February 12, 1941, *Fritt Folk*, official Nazi newspaper, expressed the opinion that higher education should be limited to Nasjonal Samling youth. Because of German requisitioning of school buildings, shortage of fuel, and lack of teachers, the editorial argued, the number of pupils would have to be reduced. If put into effect, the newspaper's dictatorial plan would have turned secondary schools and universities into instruments for the exclusive purpose of creating a Nazi elite.

Later in February, 1941, a first attack was made on existing school books. A circular letter to the schools warned against certain English textbooks still in

use and stated teachers would be held responsible in case any anti-German propaganda should find its way into the schools. Current textbooks were to be censored, the letter added, and would be approved for use only after a considerable use of scissors. The book used for the teaching of civics, for instance, was completely mutilated; among other things, all references to the Norwegian Constitution of 1814 were removed.

But the censoring of old school books was described as only a temporary measure. All these books are to be abolished; and the Nazis promise that as soon as new ones are completed, there is going to be a huge bonfire, destroying what they call "the twisted, lying school books of the liberal, democratic period which have poisoned the studies of historical and biological subjects." The new books are to be in harmony with the ideas of the New Order.

DESPITE THE FACT that the Nazis have held power more than two years, they have been unable to turn out many textbooks for Norwegian schools because they cannot find competent people to write them. Consequently, only two school books have been published by the Nazis: one, a German primer for the highest grade in the elementary school; the other, a Nazi version of the venerable little booklet of religious instruction known to every Norwegian child as Luther's *Lille Katekismus* (Luther's Small Catechism). This catechism has been concocted by the notorious Nazi pastor, Sigmund Feyling, who holds a high position in the Depart-

ment of Church and Education. A few quotations from this truly strange interpretation of Christian principles may illustrate the new spirit and give an idea of what is in store for school children.

Here is Feyling's explanation of Luther's explanation of the Fourth Commandment:

"If Norway is to become a really good home, everyone must know his responsibility. Consideration for the nation must be put before all other considerations. Social interest must have preference to self-interest. But above all we are obliged to show obedience to the 'Fuehrer' and the administration. To oppose the authorities and the State is to oppose the order of God, and this leads to punishment."

In another passage we find the following interpretation of the sacredness of the new Quisling symbol, the so-called *Sun Cross*:

"Just like the sun, Jesus is the great source of light. For all peoples, the

old Norsemen as well as the others, the sun has been a kind of messenger from God. And in His honor the Sun Cross was put on all the battle-shields. Now the old Sun Cross symbol shall once more unite the Norwegian people for Norway and for God."

Ragnar Skancke, Quisling's head of the Department of Church and Education, offered an indication of the new trends of education in a speech delivered May 5, 1941.

"The reform which the new government plans," said Skancke, "is not so much concerned with the acquisition of knowledge as with the formation of character and will power. Obligatory gymnastics, school athletics and open-air life are means to create a strong and healthy school youth, all of which is in conformity with the demands of racial science and the lessons of history.

"The future aims of our schools," he continued, "make great demands on our teachers. It must be admitted that, as a

They Won't Be Fooled

The Nazis used every possible means to disrupt the teachers' solid front, and not least subterfuge. In early April, for instance, certain teachers received anonymous letters marked "confidential." The letter contained an appeal for teachers to join the Nazi *Laerersamband* under novel conditions. It stated in part: "Regrettably the action against membership in the *Laerersamband* has now taken unforeseen and, for the teachers, unfavorable turns. The authorities seem to have employed every thinkable means of torture. The opposition therefore no longer serves any purpose. We advise all teachers who have protested to join the *Laerersamband* with the following declaration: 'I consider myself a member of Norges *Laerersamband* in accordance with the law of February 5th, under the assumption that Norges *Laerersamband* does not impose upon me any duties which conflict with my conscience or convictions.' This declaration should be sent to five of your colleagues who will then distribute it further. Do not use the telephone." But no one fell for it.

School Strike Threatened

Another factor that may have played a part in inducing the Nazis to announce the so-called "fuel shortage" vacation, is indicated in the following message which was sent to *Laerersambandet* leaders on February 25 by an official of the Norwegian State Police:

"From reliable sources I have received word that there is talk in the city about starting a school strike on March 1. Presumably this would be as a demonstration against the law making young people subject to duty in Nasjonal Samling's *Ungdomsfylking* from that date on. If this should prove true, we apparently will be faced with a nation-wide action, and for that reason I am notifying you about the above-mentioned rumors and at the same time politely request preventive measures."

sad result of the old system, many of them are not fit to form personalities with the character and will power which will make them strong and useful members of the Norwegian nation. Whoever does not measure up will be left behind. The new mill grinds hard and fast. Don't hesitate to go ahead, the sooner the better. There is no escape, anyhow. Everybody, and not least the teachers, is to undergo changes."

Skanke then talked of the new doctrine concerning the relations of the individual to the state, underlining the principle of subordination of the individual, "who is tied by the firmest possible bonds to ever-increasing unities: the family, the ancestors, the nation." In conclusion he stated that the future of Norway, "its coming greatness," will depend on national unity, collaboration, and well-disciplined subordination—all inspired by the concept of national fellowship.

IN SEPTEMBER, 1941, A. L. Skar, another man whom the new regime has brought to the front as "Director of Schools," shed more light on the new trends in

education. Angered by the attitude of certain schools, he announced the closing of the Askim *gymnasium* and revealed that a number of teachers, as a punishment for their hostility towards the New Order, had been removed to other jobs. In conclusion he warned that teachers from then on had better limit their activities to teaching, and keep out of politics. The implications were clear: teachers were to be forced into acceptance of the Quisling doctrines, and woe to him who rebelled!

Similar threats, some smacking of blackmail, began to appear frequently in the Nazi-controlled press. On September 30, 1941, *Fritt Folk* wrote: "Those teachers who have stuck so awkwardly in the liberalistic, Bolshevist slough that they are unable to free themselves, must be removed."

Even more harsh and overtly menacing was the NS district leader, Haereid, in an article in *Kristiansands Tidend*:

"If the school teachers still believe that they can cheat our children, they are mistaken. Children are not necessarily obliged to attend schools; and when pro-British teachers get a year's holiday without pay, they will be rather worse off.

We have the power, and if our opponents do not want to use their senses, we will use our power."

There has been a striking parallelism between the ever-increasing arrogance with which the Nazis have tried to promote their new ideas and the growing indignation and heroism manifested by the guardians of Norway's democratic school traditions, and that means virtually all the teachers of the land. In a later chapter more light will be thrown upon this opposition. Let it suffice here to draw attention to the curious way in which both these factors are reflected in the speech by the new leader of the Oslo School Council, Dr. Harald Jensen, delivered to the assembly of headmasters in October, 1941.

DR. JENSEN, one of the very few schoolmen known to be Nazi even before the German invasion, began his speech with an outburst of indignation at the teachers and students of Norway because they, he said, had manifested nothing but "lack of comprehension" and contempt for the New Order. In view of this, he added, two ways remained open for him. Either he would have to lay down arms and give up the struggle, he said, or he would have to employ sharper weapons.

"Of course," he continued, "I won't give up the fight. I am not that cowardly. Consequently, I have nothing to do but to continue the fight, relentlessly, and with all the means at my disposal."

He further declared that he would not allow teachers opposed to the New Order to continue teaching. In private they could have whatever opinions it might please them to have, he added, only he would have "no use for them in the schools of Norway."

Dr. Jensen then revealed that there was a plan in the making for conferring upon the headmasters and principals of schools, who conform with the Nazi pattern, almost dictatorial powers insofar that they would be authorized to dismiss pupils from the schools without consulting the School Council.* The pupils dismissed, he announced, would be sent to a new kind of school, where the rules would be exceedingly strict and entirely in conformity with the principles of the New Order.

The speaker, sensing doubtlessly the opposition these methods were likely to provoke, endeavored to forestall violent reactions with a threat: "From now on," he said, "I do not consider it important to keep schools going at any price. . . . On the contrary, it is better to do without schools at all than to have a fanatical youth trained to resist the New Order which, to me, seems a historical necessity."

NEW THREATS of closing any and every school and of dismissing teachers who were not Nazi sympathizers, followed. "The present regime in this country," Dr. Jensen concluded, "is not interested in keeping up a higher education for the benefit of a younger generation which opposes and breaks down what is going to be built."

After having thus given vent to his anger and his feelings of failure for the Nazis, Dr. Jensen issued a number of orders to Norwegian schools. Here they are:

"1. At least one copy of *Fritt Folk* should be found on the table of the teachers' room in every school.

"2. All schools should visit the Nazi-

* Each school has a School Council composed of the headmaster and the teaching staff of the institution.

sponsored 'Nordmannafolket' exhibition, and the pupils should be ordered to write a description of it.

"3. In the teachers' rooms and in all school offices pictures of Quisling and at least one Nasjonal Samling poster and one poster concerning the so-called 'Norwegian Legion'* should be put up.

"4. Till further notice, the councils of headmasters should be dissolved."

Obviously the Nazis are determined to root out the democratic spirit from the schools and to breathe into them that of the New Order. This is further revealed in two official documents issued in November and December, 1941. They are quoted here *in extenso*.

From the Office of the School Inspector, November 21, 1941:

"Every leader of a school is bound, in all his pedagogical activity, to work positively for the creation of an understanding among the pupils of the new philosophy of life and the new ideology expressed in the program of Nasjonal Samling and in the decisions and declarations of the new national regime. I hold that making this philosophy and this ideology part of the national consciousness of the Norwegian people is indispensable if they are to regain their freedom and independence and at the same time maintain their position as one of the leading civilized nations in the world.

"Whatever opinion the individual teacher, man or woman, may hold as to the desirability of establishing the New Order—and this, of course, depends closely on the attitude remaining from the previous system—he must for the sake of national fellowship and in order to contribute to saving Norwegiandom from complete destruction, sacrifice these preconceived opinions and prejudices on the altar of the fatherland and the future.

"It is overwhelmingly evident that the

teachers, who are the educators of the people, have a particularly heavy responsibility these days. Consequently, it is not enough that they should remain just passively loyal to the directions drawn up for our schools and our educational system by the governing powers. It is an imperative necessity that every single teacher goes in for this program, actively and positively. Whoever is not with us is against us, against our nation, our native country, and our very existence as a civilized people.

"I must therefore ask each one of you to apply every muscle to the great common effort; I must ask you to study carefully the program which Nasjonal Samling has set up for the coming New Order. And I must ask you to make a sincere and well-meaning effort to understand and accept the philosophy of life and the responsibility of the individual and the community which this program advocates. Finally, I must demand that the teachers take advantage of every available opportunity to actively make the pupils understand this new philosophy and ideology. Beginning December 8th of this year, and from then on, the teacher must spend at least one half hour

Only 37 Out of 966

Only 37 of Oslo's 966 public school teachers agreed to join the Nazi *Laerersamband*. This became apparent when the Nazis, at one stage in the conflict with Norway's teachers, attempted to reopen the schools of the capital under the condition that only *Laerersambandet* members were to be permitted to teach. Equally significant, only 250 children turned out in the entire city (pop. 250,000). Parents backed up the teachers' cause by refusing to send their children. So the Oslo schools closed again — quickly and quietly.

* "Norwegian Legion" — Name of Norwegian group fighting with Germans against the Russians. Despite Quisling's urgent appeals, the "Legion" attracted but few volunteers.

weekly in inculcating this understanding in the minds of his or her pupils. Every schoolday the teacher must talk to the pupils about discipline and order, and teach them to behave correctly and courteously. This order is imperative, and steps will be taken to see that it is followed."

The other document, signed by the School Inspector, December, 1941, is addressed to the personnel of school. It is really a sequel to the one quoted above and adds some supplementary instruction concerning a new feature on the school programs—called "The School and Our Time." It follows:

"These instructions are to be considered as a temporary arrangement till new textbooks for the schools have been published.

"1. The teaching of the new subject, 'The School and Our Time' is to start on December 8.

"2. With the exception of the first and second grades of the elementary schools, the pupils of all grades are to have special exercise books for this subject.

"3. On the cover of this book should be written: 'The School and Our Time.'

"4. In the lower grades of the elementary schools this teaching should be oral. It should start with the school mistress telling about the fuhrer. See book on Vidkun Quisling, from p. 43 on.

"5. In the higher grades this teaching should be given in the form of oral presentation, dictation, and examination. From about the second lesson about half of the time should be used for a dictation which the pupils should write down in the special exercise book. Until further notice, teachers should use *Is Norway a Free Country?* by Dr. Hermann Harris Aall. The teaching starts with this question: 'Who is responsible for the occupation of our country?' See p. 80. A survey of the main points, starting on p. 81, should be written by the pupils in their special exercise books. On top of this exercise book the pupil should write:

They'd Rather Not Mention It!

Since May 6, 1942, all newspapers in Norway have been prohibited from publishing news or comment that has any bearing on the conflict between teachers and Nazis.

'Responsibility for the Occupation of Norway.' After that follow items 1, 2, 3, 4, etc., in the order and with the formulas employed in Dr. Aall's book. Before dictating, the teacher should explain orally what the pupil is going to learn, mentioning the historical facts which are stated in the beginning of the book. See, for instance, concerning items 1 and 2, p. 51, etc.

"6. When the School Inspector comes to survey the work, half of the time should be used for oral explanation—no reading from the book—and the other half for examination on the subjects which have been dictated previously. The pupils are allowed to keep their exercise books open while being questioned. The school inspector himself should take over the examination.

"7. This teaching should take place during the period set aside for the purpose by the school inspector; but apart from this special lesson every available opportunity to mention these items should be utilized."

The absurdity of these instructions is at once apparent to anybody who knows anything about teaching. They are, however, extremely interesting for one reason: they have been worked out for the single purpose of making it possible for the Quisling authorities to make sure that the orthodox Nazi faith is taught properly. They breathe from beginning to end a deep distrust of the entire teaching personnel. In the whole history of Norwegian schools they are unique, infinitely ludicrous, and infinitely sad.

Nazis Reorganize the School System

IN THEIR efforts to gain complete control of Norway's educational system, and to make it conform to the New Order, the Nazis have introduced various administrative changes.

In mid-November, 1940, Jorgen Bakke, Nazi-appointed Inspector-in-Chief of Norwegian schools, announced the central advisory board for school affairs was to be abolished. Instead, he said, a series of bureaus, each devoted to particular subjects and each with an expert at its head, would be created and supervised by the Minister of Church and Education.

In each of the nineteen provinces, said Bakke, the existing school directors and local boards of education would be supplanted by a "school inspector"—"particularly well-trained people, whose duty will be to travel around on frequent inspection trips." Under the provincial inspector would be the local or municipal inspectors of the type already existing. Occasional meetings of headmasters or principals with parents of pupils would replace local school board meetings, said Bakke, "and render the activities of the boards superfluous."

Added to this information about the reorganization of the school administration was the announcement of a "virtue program" for youth, composed mainly of warnings to school girls not to use lipstick and nail polish.

Apparently Bakke's plan was gradually put into effect. Some weeks after the speech an article in the Oslo *Aftenposten* announced that three local school boards—those of Sarpsborg, Borge, and Tune in Ostfold—had been dissolved. A later

report from Sweden, published in *Nya Dagligt Allehanda* on December 21, revealed that 33 Norwegian school boards had been dismissed.

A great deal of muddling with this reorganization by the Department of Church and Education has manifested itself, for as late as June 4, 1941, more than six months after his speech in Drammen, the same Mr. Bakke, according to the Oslo *Morgenbladet*, referred to the subject in a way which clearly indicated that most of the plans were still music of the future.

An additional change, he said, would be to place the teachers, hitherto appointed by the municipalities, under Civil Service. This was to imply a rise in salaries so as to make it unnecessary for teachers to seek work outside of their regular school activities in order to improve their standard of living. This offer smacks of bribery intended to make teachers "compliant." Perhaps these new measures do not necessarily mean Nazifi-

The Crumbs of the Crop

Many of the officials of the Nazi *Laerersamband* are known to have been previously disciplined, punished or suspended due to various misdeeds or to incompetence. They snatched at the opportunity to obtain positions of "leadership" in the profession. That was the bait held out to them by the Nazis, and they bit. But the profession passed them by.

cation. There is always the possibility of the school inspectors being liberal men, open to new suggestions; and the heads of the new divisions in the Department of Church and Education could well be desirous of continuing the liberal, democratic tradition in our schools. But, unfortunately, the facts prove otherwise.

A REPORT from June, 1941, stated, for instance, that the head of the Department of Church and Education, Ragnar Skancke, had dismissed the Board of Directors for Teachers' Colleges and appointed a new one composed of New Order adherents, and not one of these could boast of commanding any great respect in the pedagogical world.

In Oslo the functions of the local school board have been taken over by Dr. Harald Jensen, mentioned several times in the preceding chapter. This man, due to his Nasjonal Samling sympathies, had already been made headmaster of Hegdehaugen Junior College in Oslo. In his administrative activities, he is assisted by two advisers. One of them, recently made head of an elementary school, is a Mr. Kokkin, who is notoriously unqualified for his assignment. The other one, a Mrs. Rognerud, is supposed to represent the parents; but she does not even live in the town whose people she represents.

IT WAS HARDLY to be expected that the teachers' own organizations should be untouched. In June, 1941, the president of the Teachers' Association of Norway, Erik Eide, was arbitrarily dismissed, and his position was given to the *Hird**

leader, Orvar Saether, who assumed full authority, both over the property of the association and its membership. This man immediately sent to all the members of this and similar organizations a circular letter in which he asked them all to collaborate loyally. Two days later another letter followed in which, among other things, the members were informed that no meetings might be held without his express permission. Since the appeal for loyalty met with no response from the teachers, Saether sent out a third circular letter, in which he threatened the teachers who were not willing to collaborate in

New Kind of Crime

At Molde three teachers were arrested for having corrected pupils' homework during the so-called "fuel-shortage" recess in the spring of 1942.

the task of Nazifying the Teachers' Association. The local branches were ordered to follow suit, and the executive committees were prohibited from resigning unless a new executive committee had been elected or appointed by the commissar (i. e., Saether).

Although membership was voluntary, the Teachers' Association of Norway, composed of public school instructors, was the largest of various teachers' organizations in pre-war Norway. After Orvar Saether had been placed at the head of it, members consistently refused to respond to Nazi appeals for "collaboration."

BUT ALL PREVIOUS Nazi acts of aggression against Norwegian schools and teachers take on the semblance of mere child's

* Historically the "Hird" were elite troops accompanying the King. The Nasjonal Samlings have given the name to a body of uniformed youngsters, "storm troopers."

The Children Cheered

A Norwegian teacher, who escaped to London in April, 1942, tells of having read to his pupils a notice from Nazi authorities prohibiting the display of the Norwegian flag or V-for-Victory signs at the school. A half-hour after he had read the notice he discovered a large "V" and the Royal monogram carved in the wall. He asked his pupils who had done it, and when one boy rose to confess he was greeted with cheers by all the others.

play when compared with those which followed the elevation of Vidkun Quisling to the office of "Minister-President" in February, 1942. Quisling had been in office only a few days when he proclaimed a number of new laws, two of them of far-reaching importance as far as Norway's schools were concerned.

The first was aimed at children. It stipulated compulsory membership of all children between the ages of 10 and 18 years in the *Ungdomsfylking*, a youth organization patterned after the *Hitlerjugend* in Germany. As members, children could be summoned for "service" of a type not clearly specified. It was plain, however, that the authorities planned through this organization to inculcate in children the principles of Nazism and to separate them from anti-Nazi influences of church and home.

The second law was aimed at teachers, declaring that all of them were "automatically" members of the newly created *Laerersamband*, and that as such they were obliged to bring all their teaching into harmony with the New Order. By this

move the Quislingites planned to forestall any anti-Nazi influence from reaching the children through the schools.

The teachers were emphatically informed that refusal of membership in the *Laerersamband* would be cause for dismissal. Despite this threat, Norwegian teachers by the hundreds and by the thousands flooded the Department of Church and Education with letters in which they resigned from membership in the *Laerersamband*. All in all, more than 90 per cent of Norway's 14,000 teachers thus took their stand against the Nazis. The results of their courageous action—the prolonged school recess, the arrests and tortures—are dealt with elsewhere in this booklet.

THIS CHAPTER should not be closed without a few remarks on the New Order's influence and effects on Norway's highest institutions of learning—the University of Oslo and the Institute of Technology at Trondheim.

On several occasions the University of Oslo has felt the grip of the new overlords. As early as September, 1941, Dr. Knab, speaking for the German Reichskommissar Terboven, announced that the head of the University, Dr. Didrik Arup Seip, had been dismissed and that the Nazi minister of Church and Education, Ragnar Skancke, had been temporarily appointed in his place. In October, 1941, the head of the Institute of Technology at Trondheim, Dr. Thorolf Vogt, resigned office.

On October 11, 1941, Skancke altered the law governing the University to the effect that as chief he was entitled to appoint professors without consulting the various faculties or the board of professors. He immediately made use of this new privilege by appointing three new

professors, all of them faithful to the Nazi cause but only moderately qualified for their jobs.

These measures came as the result of much friction between the new rulers and the academic milieu. The first major battle had been fought out as early as June, 1941, when the appointment of a new board of examiners for the Law School had brought forth a unanimous protest from the students. In addition, all students scheduled to take their final examinations that year threatened to withdraw unless the old examiners were restored.

AT THAT TIME the Nazis had been obliged to yield. Skancke's new rulings concerning the nomination of professors were intended to get to the root of the evil—i. e., resistance to the New Order—by gradually filling the University with teachers who possessed the correct *Lebensanschauung*. In order to accelerate this, the age limit for professors was reduced.

The students, according to the Nazi plan, were to be brought into line through pressure exerted on their own organizations. In October, 1941, the executive committee of the Trondheim *Student-*

samfund (Students' Association at the Institute of Technology), was dismissed by the local Nazi fuehrer, and its duties were delegated to the Quisling faction of the students organized in the so-called *Studenterrytting*.

The episode proved to be the prelude to a big scale attack threatening the very autonomy of academic life. On November 13th the Minister of Church and Education, Ragnar Skancke, declared that all academic committees had been dissolved. Quisling himself then appointed a certain Rolf Holm, who had no college background, in charge of all Norwegian students' activities. Holm declared that with the exception of the NS organization, *Studenterrytting*, no student organization was to be permitted, but membership in that group would be mandatory. He said all resistance would be repressed mercilessly.

It was also declared that aid for needy students and scholarships would be given only to those whose attitude conformed with the New Order. All others would be regarded as "outside of the national community" and hence excluded from all academic advantages.

They Spoiled His Game!

On May 22, 1942, Quisling paid an unannounced visit to Stabekk School near Oslo and called the teachers together for a meeting. In a fiery speech he ordered that all of them join the *Laerersamband* immediately. All refused, and Quisling flew into a rage. It was the teachers' fault, he declared, that 18 young boys had recently been executed. It was the teachers' fault, he insisted, that Norway was not getting her freedom back again. Then, choking with sobs, he cried out to the teachers: "You are spoiling the game for me! You keep me from making peace with Germany!" Result of the meeting was that all teachers present were arrested and the school closed.

How Schools and Universities Oppose The "New Order"

THE opposition of Norwegian students, teachers, and professors, to the New Order has revealed itself in many ways. Joint letters of protest from groups and organizations, audacious speeches against the arbitrary tyranny of the new leaders, refusals to comply with Nazi demands, individual and mass resignations, school strikes, etc., have been numerous.

The causes of a number of public protests by the teachers have been Quisling edicts. Early in the autumn of 1940, Quisling demanded the teachers sign "on their honor and conscience" a pledge to work for the New Order in Norway and to "counteract any attempt on the part of the pupils or colleagues to oppose cooperation with the government." Members of the five existing teachers' organizations in Norway at once composed the following counter pledge: "I hereby declare that I will remain faithful to my profession as a teacher and to my conscience and that I will carry on my work as before and follow those instructions which are rightfully given me by my superiors." Simultaneously an appeal was circulated among the teachers themselves, urging them to remain faithful and not to yield to coaxing, promises, or threats. Stating that signing of the Quisling pledge would constitute an act of dishonor, the appeal continued:

"It (signing) would mean betrayal of Norway, a desertion from one of the most important sections of the home front. Only a very small minority will yield,

just a very low per cent. And remember that when teachers in all types of schools remain united, they cannot be hit. Not in years will it be possible to procure obedient women and men to take their places. Of late, Nasjonal Samling has vainly tried similar actions to force other professional groups and classes into the movement. Up to now they have been met with refusals everywhere.

"In spite of a few despicable renegades, NS gets no support; on the contrary, it runs up against a wall of resistance by trade unions, the universities, the Church, the Supreme Court, etc. On several occasions the German authorities have expressly stated that they won't tolerate the coercion of groups into NS membership. . . . On December 22 a meeting was held in Oslo. Acting Minister Sunde and Chief Inspector of Schools, Bakke, had asked teachers from the primary schools and from the secondary schools to come together in order to give them some information as to 'the claims of the New Order on teachers.'

"Nobody must be confused by the press reports of this meeting. There were loud protests from the teachers during the meeting, and the speakers met with scorn or cold and condescending smiles. Photographs were taken during the meeting, in spite of loud protests from the assembly. Everybody knew they would be used dishonestly for the purpose of giving to the country a false impression of the general feeling among Oslo teachers.

"Remain firm. Talk to good Norwegians at your school and show them this document. Try, as best you can, to get in touch with the personnel of other schools you can reach. Remember that if we stick together, we are invulnerable. And remember that whoever fails will suffer a stigma for life.

"You should know that: 1. 98 per cent of the country's teachers are behind you when you remain loyal. 2. You can not be replaced. 3. NS has obtained a total of 13,000 members. 300,000 are demanded. 4. Our honor and conscience are not for sale, and they are indispensable in our work for Norwegian youth. 5. Another day will follow this one, and then any weakness of character will be regretted."

THE EARLY DAYS of the new year and especially the month of February, 1941, seem to have been a period of unusual ferment. The school children themselves participated in a series of demonstrations against the New Order and, according to NS, were encouraged by the teachers to do this. On February 15th the Nazi publication, *Hirdmannen*, organ for the Quisling storm troopers, published a lengthy article which sharply criticized the attitude of the pupils and violently attacked the teachers for "wanting to make war on the New Order." It described the teachers as "destroyers of our native country, criminals, gangsters, etc., who are turning our schools into lunatic asylums." Indirectly, however, it only paid tribute to the magnificent resistance put up by the teachers!

Demands from the Nazis upon the principals of Oslo schools for weekly lectures on Nazi ideology and the New Order received the following reply: "... It is our duty to declare to the Department of Church and Education that we look upon obligatory propaganda meetings as very harmful and as directly contrary to that which should be the most important part of higher education, according to its laws and rules—the leading of our pupils, as far as possible, towards independent thinking."

ONE OF THE MOST odious aspects of the New Order, as it manifests itself with ever increasing shamelessness in all the different branches of public life, is the favoritism shown to all who adhere to the Quisling party. From the outset, this angered all good Norwegian patriots and gave rise to public letters of protest. In April, 1941, a document signed by 22 prominent Norwegian organizations was sent to Reichskommissar Terboven. It recalled that in Norway, previous to the German invasion, government and municipal officials were always chosen on purely professional grounds, regardless of political considerations; it pointed out that the new regime was neglecting these principles; consequently, it continued, Norwegians do not feel sure that the best qualified of the applicants get the jobs and, in fact, even doubt whether competent people ever fill the vacancies. "We are convinced," said the letter, "that such a procedure will have disastrous consequences."

After pointing out that NS membership had become the prime consideration in dealing with appointments or promotions, the letter recalled Terboven's earlier statement that "everybody could feel safe in his position, that there was no necessity for civil servants to join Nasjonal Samling, and that no pressure should be exercised on anyone." Despite this assurance, said the protest, the new Quisling regulations, as issued December 16 by the Department of the Interior, gave the impression that the strongest possible pressure was going to be applied to obtain mass membership in the party.

In conclusion the document stated that the Quisling regulations were already being applied in a way which justified civil servants' apprehensions. It appealed

most emphatically for an end to the methods of favoritism and political pressure.

Among the organizations signing this protest were the following: National Union of Women Teachers of Secondary Schools by Miss Therese Engebretsen; National Association of Secondary School Teachers, by B. Brinch Lund; Norwegian Teachers' Association by Erik Eide.

A NEW and more far-reaching protest was sent to Terboven in May. This one was signed by 43 national organizations. Pointing out how the Norwegians, suffering from the consequences of the invasion, had become more and more bitterly opposed to their new masters and how hatred and thoughts of revenge were growing in their hearts, it listed the following grievances: 1. The brutal behavior of the German S.S. 2. Threats and violence of which loyal Norwegian citizens are victims. 3. Hundreds of arrests and imprisonments. 4. Ruthless destruction of law and order in general.

"The dissatisfaction, hatred, and despair caused by this can have only a hampering effect on daily work in Nor-

way," the document concluded. Among the associations represented were the following from the world of education: Norwegian Teachers' Association, University Professors' Association, Norwegian Association of Women Teachers, National Association of Secondary School Teachers, National Association of Women Secondary School Teachers, Association of Norwegian Agricultural Students, Norwegian Agricultural School Professors and Teachers' Association, Association of Norwegian Dental School Teachers, Association of Professors of Veterinary Schools, Society of Professors of the Bergen Museum, Association of Technical Employees of the Norwegian Business College.

Thus, wherever a declaration of loyalty to the democratic way and old honored ideals was being asked, the world of education was always well represented. When new and more serious tests came up, the spirit remained undaunted as instances cited elsewhere indicate.

MEANWHILE various minor incidents occurred. On May 22, 1941, the Minister of Church and Education received a pro-

Orvar Saether

Orvar Saether, national leader of the *Laerersamband*, had until April, 1940, hid his light under a bushel, although no bushel was needed to hide it. Quisling pulled him out of complete obscurity and made him national leader of the *Hird*, Quisling's storm-troopers. A harsh and ruthless man, he incited the *Hird* to harsh and ruthless acts. When Quisling realized he would need a hard and unrelenting man to head the teachers' organization, he called in Saether. People who came in touch with Saether during the heat of the teacher conflict in the spring of 1942 described him as a man "entirely beside himself, raving and threatening, and using the vilest of epithets while telling teachers they would be sent to the Russian front to dig trenches for the Germans."

test against the adoption of German as the only foreign language to be taught in Norway's primary schools. The brutal and arbitrary arrest and incarceration of K. Fostervold, an eminent teacher and headmaster of a high school, caused the Council of Education to formulate a vigorous note of protest and to declare that all its members would resign *en bloc* if Fostervold was not freed from prison.

An unflinching faith in freedom and democracy was implicitly expressed in the speech delivered by Professor Wedervang in October, 1941, on the theme: "We possess something which we do not want to lose. . ." The speech, addressed to the students of the Bergen Business College at the opening of the term, was an appeal to them for solid work and study in the true Norwegian spirit of freedom and loyalty. "We want in our work with you," said Professor Wedervang, "to hear an echo of the instincts and ideals which live in our people and which determine our national characteristics. I am thinking of the urge for liberty in our people, an urge which is not to be conquered; I am thinking equally of our longing for social justice, which allows nobody, not even the King, to be above the law. This law we have given ourselves as a guiding principle of conduct, determining how we want our collective life to be in a society ruled by law and justice and which we have created in our own image.

"We possess something which we do not want to lose," continued Dr. Wedervang, "something which is of value to one and all of us and which we do not want to replace by anything new and foreign to our mode of thinking. If we are to avoid this, we all have to acknowledge the dominating characteristics of our national spirit and listen to the voice of

what we call the soul of our people where live our national instincts, aspirations, and ideals. There we come down to what is the real basis of our national character. There we get a footing and avoid being led astray, however one-sided and pressing the temptations may be."

For the simplest country school teacher as well as for the crude college professor, this speech was a program and a reminder: "Let us remain true to the ideals and aims of pre-war Norway, of eternal Norway, and no violence, no brutal pressure from the outside will ever be able to destroy our values. They belong to us eternally if only we care to remain true to them."

Nothing so far gives any reason to fear that the educators will fail in their high task. The sacredness of the cause the Norwegian teachers represent means more to them than the discomfort or the sufferings to which they expose themselves by defying their conquerors.

COUNTLESS INCIDENTS show how the pupils side with their teachers in their efforts to maintain the democratic heritage of their fathers. In the beginning of 1941 the Nazis had organized an exhibition dealing with the life and doings of the so-called *Hitlerjugend*. The pupils of the Oslo schools were asked to visit this exhibition. They refused to go and even remained home from school on a day set aside for group visits to the exhibition. At the time a member of the *Hird* publicly heaped abuse on both pupils and teachers, stating that the pupils, encouraged by their teachers and parents, paid no attention to anything the NS might do to give them information about the New Order.

The month of February, 1941, witnessed particularly serious outbreaks of

the animosity which school children feel towards the new regime. On February 13, several hundred pupils from Oslo schools assembled on the main thoroughfare, Karl Johan Street, forming a procession that marched to the Royal Palace where they began singing "God Save Our Gracious King." The police broke up the crowd of youngsters.

Oslo was not the only place where such reactions or school strikes occurred. Disorders spread to other districts; such as, Skjedsmo, Strømmen, Lillestrøm, and Bergen.

In May, 1941, a strike occurred at the Ullern High School near Oslo. A new headmaster, known to be very friendly to the Nazis and appointed because of these sympathies, entered his classroom for the first time and was met by pupils who refused to rise and greet him. The class was punished by being dismissed. The rest of the school made common cause with these pupils, and the whole school went on strike. Thereupon the headmaster appealed to the parents of the school children, asking them for a declaration of loyalty. This the parents refused to give, and the end of the conflict was that the headmaster had to drop the whole matter and admit himself beaten.

Little complacency with the New Order and its representatives can be found among the youth in the highest educational institutions. It will be recalled how the students of the law college at Oslo University opposed the appointment of a new board of examiners in the early summer of 1941. Forced to capitulate, the Minister of Church and Education gave vent to his wrath: "It is hard to work with intellectuals," he said. "They have particular difficulties in adapting themselves to new conditions."

UNIVERSITY STUDENTS, as a matter of fact, have missed no opportunity to show their loathing and disgust for the New Order. Professors known to be Nazis, such as the notorious Klaus Hansen, or two or three gentlemen appointed since the Quislingites came into power, never get an audience at their lectures. Instructor Wagener at the Blindern Anatomical Institute, trying in connivance with his Nazi friends to oust Professor Schreiner, the highly popular leader of the Institute, met with unyielding opposition both by the members of the medical faculty and by the students.

Incidentally, it should be mentioned that of the 1200 students of medicine at the University of Oslo, not more than a dozen have followed the appeal to enter hospital service in Germany. And among these several have made the acceptance of the offer conditional. Only three had gone to Germany by the spring of 1941. The maximum number of Nazis among medical students is estimated at about 25. Quite recently (in February, 1942) the anger of medical students was stirred anew through evidence of favoritism shown to those who are Nazi sympathizers.

AT THE Institute of Technology in Trondheim incidents have occurred showing that the students there stand by their friends in Oslo. When, in May, 1941, the students were to elect a new president for the Students' Association, the Quisling faction presented a candidate for the presidency. He received 11 votes; the other candidate, 580.

However, the Nazi pressure on the students is daily becoming more intense. As mentioned before, the opportunities of the young graduates for further study,

scholarships and appointments depends increasingly on their attitude towards the ruling clique and the "new principles." Acceptance to the various teachers' colleges, for instance, has been made dependent on the political views of the candidates.

According to reports received in October, 1941, a regular questionnaire was submitted to would-be teachers for the purpose of finding out what their political views were. The consequences of an avowal of anti-Nazism, though disastrous for these young men and women, did not keep the greater part of them from stating their sympathies honestly. Thus at the Elverum School for Teachers 21 out of 29 pupils previously admitted were immediately dismissed. At Notodden School for Teachers 30 pupils were to be admitted. Twenty-two declared their hostility to NS and were not accepted.

It needs little imagination to figure the

moral courage it takes for young people preparing a future career to take such risks, and particularly at a time when starvation threatens, when decent jobs are scarce, and the general outlook for the future seems dark. Nevertheless, the vast majority of the young men and women of Norway take these risks. Between unemployment, misery, jail, and starvation on one hand and serving alien ideas and betraying freedom on the other, they prefer the former.

The Nazis and their henchmen understand. They feel that they cannot get anywhere with people who have attained maturity; therefore they turn to the very young and try to force them into youth organizations where they hope to exercise unlimited power over untrained souls. Failing to win the older ones for their cause, they try to intimidate them into silence and thus eliminate their "evil" influence.

University Protests

On February 25 officials and faculty of the University of Oslo—including 70 professors and 78 associates—joined the protest against the Nazi education of youth by sending a message to the Department of Church and Education stating:

"The freedom of research, the right to follow one's own conscience, constitute the life nerves in the University's activities. Only by unabridged maintenance of this principle can the University fulfill its duty in the service of research and educate students to respect truth and facts. A compulsory education of children and youth within the framework of a political party must lead parents and youth who do not share that party's views into a clash of conscience which may work ill on personal integrity and undermine that spirit of freedom and truth which is the prerequisite for the University's activity, and the protection of which must be regarded as our most sacred duty.

"Conscious of our responsibility as University teachers we find it our unconditional duty to warn against the course which has now been pointed out for the field of education, especially by the law regarding compulsory youth service in Nasjonal Samling's *Ungdomsfylking*."

Nazi Methods of Crushing Resistance

AT FIRST called a "military necessity," the closing of schools soon became one of the main methods of repression employed by the German aggressors and their Norwegian underlings. The fact that Norwegian school buildings were turned into barracks or hospitals may, to some observers, seem a minor disaster. There is always some way of housing school children, even if one has to huddle them together in private homes. To Norwegians, however, the schools—the very buildings—were a source of deep satisfaction. Every community took pride in constructing spacious, clean, and sunny schools, and placing in them the most modern and efficient school equipment. In Oslo and other large cities the most recent schools were simply palatial; the country's best and most modern-minded architects were engaged to design them. Swimming pools and large playgrounds were provided. The classrooms and corridors were often decorated with mural paintings by the most talented of Norway's younger artists. These schools were always sought out by interested visitors and by commissions from foreign countries.

Somehow the school buildings were the expression of the proudest traditions and the visible symbol of the achievements of democracy in Norway. No wonder that they seemed defiled by the occupation forces that settled comfortably in them, their very presence signifying the suppression of that which the children had learned to cherish most: truth and freedom, Christian charity, rights for the individual and sense of duty. The usur-

pation of the school buildings thus became in itself an insult to the people.

The Nazis, however, did not limit themselves to the requisitioning of school buildings. In September, 1941, A. L. Skar, Nazi Director of Schools, closed the secondary school at Askim because the pupils had demonstrated against the New Order by objecting to the placing of Quisling's portrait in the classrooms. He also threatened all teachers who failed to take action against the pupils participating in these demonstrations.

On September 15 Minister of Church and Education Skancke, executing the orders of Reichskommissar Terboven, proclaimed that if the Department found the activities of the schools detrimental to the New Order the authorities henceforward should have the right to close the local continuation schools, the so-called popular high schools, and the private youth schools for as long as a year and to use premises of closed schools for whatever purposes deemed desirable.

In October, 1941, more schools were taken over by the invasion army for military purposes, especially as hospitals for wounded Germans from the Russian front. Four schools were closed late that

Signs of the Times

Early in the fall of 1941 three prominent teachers of Arendal were arrested after school children with their jeers and shouts completely drowned out the reproduction of a Quisling speech at a movie theatre.

Teacher Factory

In a rush to produce teachers to take the places of those arrested the Nazis set up a two-month training course at Koppang Teachers College. Only 16 students enrolled, ranging in age from 24 to 50 years. There were no entrance examinations and discipline at the school was entirely lacking. As head of the school the Nazis selected one Eyvind Strand, who has a record of five arrests for vagrancy. His last sentence was suspended on condition that he avoid drunkenness. In his morning chapel talks he reads excerpts from Quisling's book, "Quisling Has Said," and presents Quisling as one who should be "adhered to" along with God.

month because of demonstrations against the Nazis. At two of them, Ullern and Hegdehaugen, where Nazi headmasters had been recently appointed, the pupils had greeted a British air attack by singing the national anthem. The other two, Vahl and Foss, were closed because the pupils had lowered the colors on a day when the Nazis had given orders to display them.

THE MOST drastic methods employed by the Nazis against the schools and universities have been the frequent dismissals, arrests, incarcerations and even executions of unyielding members of the teaching profession.

One of the first and most celebrated cases was that of Dr. Didrik Arup Seip, head of the University of Oslo and a distinguished scholar in the field of Norse and Germanic philology. Announcement of his arrest was made September 12, 1941. The reason given was "the lack of understanding" of the New Order as manifested by the Norwegian people and particularly by the university group. It was stated that attempts at organized resistance had been made among the students and that for this Dr. Seip, as the most prominent personality, would

have to suffer. For months he was confined to the Oslo city prison where he was subjected to brutal treatment. After being transferred to Grini concentration camp, he was placed in solitary confinement in a Nazi "dark cell" for a month. In the spring of 1942 he was sent to Germany, and latest reports place him in a German work camp in Poland.

Students as well as teachers have been arrested. As early as September, 1940, fifty students were under arrest; and numerous others were required to report to police regularly.

Later the same year a considerable number of secondary school teachers and pupils were arrested. Early in 1941, as a result of a school strike, Einar Boyesen, headmaster of the Hegdehaugen school, was dismissed and the sinister Dr. Harald Jensen, previously referred to several times, was appointed in his place.

February, 1941, brought the arrest of the headmaster of Bekkelaget school because he was accused of having refused to hang pictures of Quisling in the classrooms. In the same month the Nazis displayed their brutality against defenseless children, an episode which has certainly seen no parallel in the history of Norwegian schools.

The Nazis Lose a Hostage

Norwegian teachers who reached London late in the spring of 1942 state that in Norway they were frequently visited by Gestapo agents who asked them whether they favored a German or British victory. One of these teachers was told by a Gestapo man that if he planned to flee from Norway he should remember he had a two-year-old son. This teacher arrived in London with his wife and two children.

The refusal of children to visit the *Hitlerjugend* exhibition had, of course, aroused the anger of all the Nazis in Norway, and the *Hird* was particularly incensed. The *Hirdmen* swore to teach the recalcitrant youth how to appreciate the New Order. On February 7th a group of 150 of them stormed into Vestheim school and began beating the pupils with clubs. The headmaster of the school immediately phoned the police, who, however, did not appear on the scene until the disturbance had ceased. Although devoid of weapons, the pupils defended themselves bravely against the assailants and left marks on more than one of them. Consequently, several of the pupils were arrested by the attackers; the headmaster and a few teachers were also placed in custody. As a result, not a single Oslo school opened the next day. The pupils were on a city-wide strike.

ARRESTS CONTINUED as the year went on. In April it was announced that pupils who manifest sentiments against the State would be taken from their par-

ents and enrolled in special Nazi schools. In May an eminent university professor, Marstrander, was imprisoned because he refused to give a "requested" lecture over the Nazi-controlled Oslo radio as long as the Germans were occupying the country. Erik Eide, president of the Norwegian Teachers' Association, was put under arrest for having signed, on behalf of his association, the protest sent to Terboven by the 22 various organizations. In the early summer the Nazis arrested several headmasters and many teachers from secondary schools. Late in June three college professors, Kolderup from the Bergen Museum and professors Bull and Brögger from the University of Oslo, were put into jail.

Although the charges which the enemies of Democratic Norway bring against the teachers are often ridiculous (betraying by their childish and arbitrary cruelty how confused the Nazis themselves are), the teachers cannot be swayed from their sacred duties.

Late in 1941 one of the noblest representatives of the Norwegian teaching profession, Ingvald Garbo, who taught in a secondary school in Bergen and whose name was well known through the fearless articles he wrote in the Bergen press, was executed by the Germans. He was charged with possession of a radio receiving set, with having listened to news broadcasts from London, and with having spread the information thus received in such a manner as to "incite the population and reduce the fighting efficiency of the German Wehrmacht." When asked by his judges how he, such a fine and reputable person, could work for the British, he proudly answered: "I do not let barbarians tell me for whom or against whom I shall work."

For Your War Library

The following publications pertaining to Norway and the present war are still available, although the supply of several is very limited. It is doubtful if any of them will be reprinted. If you are assembling a library of war information we advise you to secure these books and pamphlets now.

- A. The following pamphlets are available at ten cents each to cover mailing costs. (Special prices for ten or more copies.)
1. *Secret German Documents Seized During Lofoten Island Raid*—(28 pp.) English and German texts of confidential instructions to the German army on the control of the press in Norway and on collaboration with the Gestapo in dealing with Norwegian citizens. (Official publication of the British Government.)
 2. *Nazism vs. Labor in Norway*—(16 pp.) A brief résumé of the rights and privileges enjoyed by Norwegian labor prior to the German invasion, and an account of the treatment now accorded Norwegian workers by the German overlords.
 3. *Norway's Fighting Church*—(31 pp.) The text of the famous Letters of Protest sent by the Norwegian Bishops to the Nazi authorities, with supplementary documents on the conflicts between the Norse clergy and the Quisling party. Published 1941.
 4. *Norway's Role in the 'New Order'*—(12 pp.) "Her national economy has been destroyed, her homes plundered, her people persecuted. Ahead looms a future darker than the darkest Middle Ages—unless Hitlerism is destroyed!"
- B. *Norway*—This publication of 72 pages and 200 illustrations contains informative articles and talks by such well-known persons as Sigrid Undset, C. J. Hambro, Norwegian Prime Minister Nygaardsvold, Hendrik Van Loon, Pearl Buck, Albert Einstein, Wendell Willkie, Upton Sinclair, Walter Lippmann, and many others. \$1.00 postpaid. (Published April, 1941.)
- C. *Norway Fights*—A 32-page richly illustrated booklet, 9" x 12", reviewing Norwegian resistance to the Nazis throughout two years of German occupation, and recounting Norway's contributions to the Allied cause. Special sections devoted to activities of the Norwegian Merchant Marine, the Royal Norwegian Army, Navy and Air Force. A handy book for reference. Price 50 cents postpaid.
- D. *He Who Laughs—Lasts!*—(48 pp.) A collection of anecdotes from German-occupied Norway, with 42 illustrations and cartoons by Johan Bull, Gluyas Williams, Fred Cooper, Rollin Kirby and John Holmgren. Attractively bound and printed. Edited by Hans Olav and Tor Myklebost. \$1.25 postpaid.

Order from

The Royal Norwegian Government's Press Representatives
2720 34th Street, N. W. • Washington, D. C.

Norwegian Teachers' Pledge to Their Pupils of April 9, 1942

"On February 5th Norges Laerersamband was established. A few days later I sent in my resignation because I found that membership in the organization might place upon me duties which I for reasons of conscience could not assume. I am still of this opinion, and I have recently sent the following statement to the school board:

"I reiterate my protest against membership in Norges Laerersamband. At the same time I must in loyalty to my calling and conscience declare that I, in consideration for my pupils and their parents, wish to resume teaching. I request that this be made known to higher authorities. I have made this statement because those two things—to be a member of Norges Laerersamband and to teach—are irreconcilable. For the same reason I cannot agree with the Department's opinion to the effect that those who teach are automatically members of the Laerersamband."

"One of our dearest national songs tells us that 'every child's soul we unfold, is another province added to the country.' Together with church and home we teachers have the responsibility to see to it that this unfolding occurs in Christian love and understanding, and in conformity with our national cultural traditions. We have been charged with the task of giving you children the knowledge and training for the thorough work which is necessary if every single one of you is to receive complete development as a human being, so that you can fulfill your place in society to the benefit of others and yourself. This is the duty with which we have been entrusted by the Norwegian people, and the Norwegian people can call us to account for it.

"We know also that the sum of the knowledge and will-to-work in a country is the greatest and most lasting of all that country's assets. It is our duty to hold a protective hand over these resources. We would betray our calling if we did not put all our strength into this task, especially during the trying times which we are now experiencing. Every curtailment in the school's activity is an undermining of the foundation upon which our people's future is to be built.

"However, the teacher's duty is not only to give the children knowledge. He must also teach the children to have faith in, and to earnestly desire that which is true and right. Therefore he cannot, without betraying his calling, teach anything against his conscience. He who does so sins both against the pupils he is supposed to lead and against himself. This, I promise you, I shall not do.

"I will not call upon you to do anything which I regard as wrong. Nor will I teach you anything which I regard as not conforming with the truth. I will, as I have done heretofore, let my conscience be my guide, and I am confident that I shall then be in step with the great majority of the people who have entrusted to me the duties of an educator."